



State of Wisconsin
Department of Public Instruction
Elizabeth Burmaster, State Superintendent

*****NEWS RELEASE*****

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Solid gains in mathematics achievement, reading stable

MADISON—Statewide student performance improved in mathematics on 2008-09 Wisconsin Student Assessment System (WSAS) examinations required by state and federal law. The mathematics achievement gap closed for all racial and ethnic groups with the biggest achievement gain by black students.

“Over the past four years, we have seen a statewide closing of the achievement gap in mathematics,” said State Superintendent Elizabeth Burmaster. “While there is still much work to do, it is important to recognize the overall progress students made on our annual statewide assessments.”

Last fall, more than 430,000 students took reading and mathematics assessments in grades three through eight and grade 10. Students in grades four, eight, and 10 also took exams in language arts, science, and social studies. WSAS results are reported by performance levels: minimal, basic, proficient, and advanced, with proficient or better being the goal for all students. Reading achievement remained relatively stable. Overall, 81.4 percent of students were proficient or advanced in reading compared to 81.9 percent last year. In mathematics, 76.7 percent of all students were proficient or advanced, an increase of 2 percentage points from last year.

In a four-year trend, mathematics performance improved across all racial and ethnic groups. While the achievement gap

is quite large, it closed by 5.5 percentage points between black and white students from four years ago; 3.7 percentage points for Asian students, 3.5 percentage points for Hispanic students, and 1.5 percentage

WSAS Mathematics Achievement by Racial or Ethnic Group — All Grades

Percent of Students Scoring Proficient and Advanced

	2005-06	2008-09	Gap Change
White	80.0	83.2	Reference
American Indian	57.7	62.4	-1.5
Asian	69.3	76.2	-3.7
Black	35.7	44.4	-5.5
Hispanic	53.2	59.9	-3.5

NOTE: The Gap Change refers to the change in the achievement gap between white students and students from other racial or ethnic groups. A negative number indicates a reduction in the gap.

(more)

points for American Indian students. In reading, the gap closed by 2.3 percentage points for black students, 2.2 percentage points for Asian students, and 0.2 percentage points for Hispanic students. The achievement gap widened between American Indian and white students in reading (1.6 percentage points). For English-language learners, the achievement gap closed by 1.2 percentage points in mathematics and 0.3 percentage points in reading. The achievement gap for students with disabilities closed by 1.6 percentage points in mathematics and was about the same in reading.

The achievement gap between students from economically disadvantaged families, those who qualify for free or reduced-price school meals, and their peers closed by 3 percentage points in mathematics. The gap remained the same in reading, despite a continuing increase in the percentage of students who are from low-income families. Statewide, about 35 percent of students are from economically disadvantaged families, compared to 22 percent eight years ago.

Percent of WSAS Tested Students Who Are Economically Disadvantaged — 2008-09	
American Indian	63.4
Asian	53.4
Black	76.6
Hispanic	74.4
White	23.5
All Students	34.7
NOTE: Economically disadvantaged students are those who qualify for free or reduced-price school meals.	

“We know that poverty works against children, in many cases making it harder for them to achieve in school,” Burmaster said. “We have a shared responsibility to combat the negative effects that hunger, homelessness, social and environmental stressors, and the lack of medical, dental, and vision care can have on our children and their education. Extended learning opportunities such as 4-year-old kindergarten, small class sizes, before- and after-school care, as well as school nutrition programs and services for parents and families, can mitigate the effects of poverty.”

In an analysis of WSAS results by grade span, 74.9 percent of high school students were proficient or advanced in reading, nearly the same as in the 2005-06 school year. In middle school, 84.6 percent of students were proficient or advanced, up from the 83.9 percent who were proficient or advanced in reading four years ago. Elementary reading results dropped, with 80.5 percent of students proficient or advanced compared to 82.0 percent in 2005-06.

Wisconsin Student Assessment System				
Performance for All Students				
Percent of Students Scoring Proficient and Advanced				
Reading	2005-06	2006-07	2007-08	2008-09
Elementary	82.0	82.3	81.8	80.5
Middle	83.9	84.5	84.8	84.6
High School	75.0	74.9	74.6	74.9
Mathematics				
Elementary	72.4	75.4	75.5	78.6
Middle	73.7	76.6	76.0	77.7
High School	71.6	70.6	69.4	69.3

(more)

Mathematics results showed improvement at both elementary and middle school levels. At the elementary level, 78.6 percent of students were proficient or advanced in mathematics, up 6.2 percentage points from four years ago. The percent of middle school students scoring proficient or advanced in mathematics increased 4 percentage points from 2005-06 to this year (77.7 percent). At high school, 69.3 percent of students were proficient or advanced in mathematics, down from the 71.6 percent who reached those performance levels four years ago.

“We know that achievement on these types of tests lags at high school,” Burmaster said. “Our efforts to bring 21st century and workforce skills to the state’s mathematics and English language arts standards, our new adolescent literacy plan, and our commitment to develop next generation assessments over the next few years should yield a richer picture of achievement for all students.”

The Wisconsin Department of Public Instruction worked with the state’s testing contractor to provide data from statewide testing one month earlier than in past years. Educators in schools also received data earlier, which should facilitate planning for services to students and school improvement activities. WSAS results will be used for federal No Child Left Behind accountability purposes in the state’s annual adequate yearly progress (AYP) evaluation. Schools and school districts will receive preliminary notification of their AYP status in early June.

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ATTACHMENTS: Tables with additional information about statewide performance on the Wisconsin Student Assessment System examinations follow.

NOTES: Wisconsin Student Assessment System results at the school and district levels are available on the Department of Public Instruction Wisconsin Information Network for Successful Schools (WINSS) website <http://dpi.wi.gov/sig/index.html>. Click on “Data Analysis.” This news release is posted on the agency news release website at http://dpi.wi.gov/eis/pdf/dpi2009_40.pdf.

2008-09 Wisconsin Student Assessment System

Wisconsin Knowledge and Concepts Examinations and Wisconsin Alternate Assessment Performance

Percent of Students Scoring Proficient and Advanced

3rd Grade	Enrollment*	All Students	American Indian	Asian	Black	Hispanic	White
Reading	60,929	79.0	67.5	73.1	55.8	61.1	84.9
Mathematics		76.3	60.9	74.9	45.0	59.0	83.1
4th Grade							
Reading	60,331	81.6	73.8	75.3	59.0	65.3	87.2
Language Arts		76.4	64.4	73.1	52.7	61.7	82.0
Mathematics		81.0	72.1	79.7	54.9	66.6	86.8
Science		76.1	66.8	69.8	44.8	58.7	83.1
Social Studies		91.3	85.5	89.4	75.4	84.5	94.5
5th Grade							
Reading	60,176	81.0	72.5	73.7	57.6	65.6	86.6
Mathematics		78.5	65.8	79.5	49.9	64.0	84.4
6th Grade							
Reading	60,268	83.3	74.5	75.8	59.1	67.1	88.9
Mathematics		76.5	60.3	77.1	44.2	59.1	83.0
7th Grade							
Reading	61,611	85.7	77.0	77.5	64.1	71.2	90.5
Mathematics		78.2	63.6	79.9	44.2	62.7	84.4
8th Grade							
Reading	62,238	84.7	75.8	80.1	61.9	69.9	89.6
Language Arts		62.9	42.2	59.2	35.3	41.4	69.3
Mathematics		78.4	64.4	78.9	45.9	60.1	84.8
Science		75.7	59.3	68.9	42.2	54.7	82.9
Social Studies		80.5	69.3	78.0	51.1	63.6	86.5
10th Grade							
Reading	68,700	75.0	58.2	62.8	41.3	53.1	81.5
Language Arts		70.9	50.6	62.9	35.8	50.1	77.4
Mathematics		69.3	51.4	65.1	26.5	45.1	76.8
Science		71.8	53.3	63.4	28.5	45.9	79.7
Social Studies		75.9	59.2	67.6	40.7	56.5	82.2

* Includes all students with a racial or ethnic group code reported. Less than 0.03% of students are missing racial or ethnicity codes by grade.

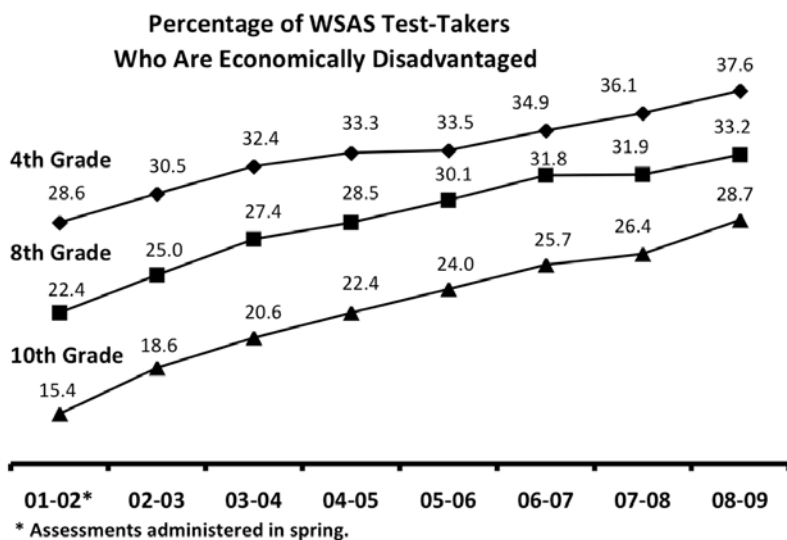
WSAS Achievement Gap Analysis — All Grades

Percent of Students Scoring Proficient and Advanced

Mathematics	2005-06	2006-07	2007-08	2008-09	Gap Change
White	80.0	82.1	81.7	83.2	Reference
American Indian	57.7	61.9	61.5	62.4	-1.5
Asian	69.3	72.3	73.5	76.2	-3.7
Black	35.7	39.6	39.7	44.4	-5.5
Hispanic	53.2	56.5	55.7	59.9	-3.5
Not Disadvantaged	81.5	83.8	83.5	85.4	Reference
Economically Disadvantaged	53.5	57.0	56.8	60.4	-3.0
English Proficient	74.0	76.4	76.1	78.1	Reference
English-Language Learners	50.1	53.9	52.5	55.4	-1.2
Nondisabled	78.3	80.4	80.1	81.9	Reference
Students with Disabilities	39.2	42.8	42.0	44.4	-1.6

Reading	2005-06	2006-07	2007-08	2008-09	Gap Change
White	87.3	87.7	87.6	86.9	Reference
American Indian	72.9	73.1	73.2	70.9	1.6
Asian	72.1	72.1	73.8	73.9	-2.2
Black	55.0	57.4	56.5	56.9	-2.3
Hispanic	65.0	63.7	64.7	64.8	-0.2
Not Disadvantaged	88.4	89.1	89.1	88.9	Reference
Economically Disadvantaged	66.7	67.3	67.3	67.1	0.1
English Proficient	83.1	83.7	83.5	83.1	Reference
English-Language Learners	53.4	53.2	54.7	53.7	-0.3
Nondisabled	87.3	87.6	87.6	87.0	Reference
Students with Disabilities	46.6	47.9	47.4	46.4	-0.1

NOTE: The Gap Change refers to the change in the achievement gap from 2005-06 to 2008-09 between white students and students from other racial or ethnic groups and between students based on economic, English proficiency, or disability status. A negative number indicates a reduction in the gap.



Wisconsin Student Assessment System

Wisconsin Knowledge and Concepts Examinations and Wisconsin Alternate Assessment Performance

Percent of Students Scoring Proficient and Advanced by Race/Ethnicity

	Enrollment Counts								Reading								Mathematics							
Grades	3rd	4th	5th	6th	7th	8th	10th	All	3rd	4th	5th	6th	7th	8th	10th	All	3rd	4th	5th	6th	7th	8th	10th	All
All Students																								
2005 - 2006	58,843	60,136	60,443	63,118	65,289	67,003	72,876	447,708	80.6	82.3	82.9	83.3	83.8	84.6	75.0	81.7	71.9	72.6	72.6	73.0	73.8	74.2	71.6	72.8
2006 - 2007	59,616	59,450	60,306	61,315	63,932	65,651	71,709	441,979	80.9	81.9	84.2	85.0	84.4	84.1	74.9	82.1	73.8	77.3	75.0	76.0	79.1	74.9	70.6	75.1
2007 - 2008	59,996	60,081	59,619	60,906	62,041	64,154	70,185	436,982	79.5	81.4	84.4	85.1	84.8	84.4	74.6	81.9	73.9	76.6	76.1	75.8	76.9	75.3	69.4	74.7
2008 - 2009	60,929	60,332	60,177	60,274	61,612	62,238	68,702	434,264	79.0	81.6	81.0	83.3	85.7	84.7	74.9	81.4	76.3	81.0	78.5	76.5	78.2	78.4	69.3	76.7
American Indian																								
2005 - 2006	809	867	828	959	1,020	1,029	1,043	6,555	75.2	75.0	76.4	73.9	75.3	75.2	60.9	72.9	62.1	58.8	61.4	58.9	58.0	56.0	50.9	57.7
2006 - 2007	853	832	860	873	974	1,018	1,081	6,491	72.5	75.6	76.4	78.0	77.3	74.9	59.8	73.1	61.8	70.6	65.2	61.3	67.4	60.0	50.3	61.9
2007 - 2008	887	865	813	831	870	951	1,047	6,264	71.5	73.2	80.6	76.2	77.7	75.2	61.2	73.2	61.8	64.5	68.8	60.8	64.6	63.5	49.5	61.5
2008 - 2009	882	906	886	852	885	877	1,061	6,349	67.5	73.8	72.5	74.5	76.9	75.8	58.2	70.9	60.9	72.1	65.8	60.3	63.6	64.4	51.4	62.4
Asian																								
2005 - 2006	2,146	2,269	2,222	2,268	2,339	2,284	2,582	16,110	71.9	71.9	77.2	73.4	73.8	77.2	60.9	72.1	70.6	68.2	69.7	70.1	69.3	72.5	64.9	69.3
2006 - 2007	2,103	2,160	2,244	2,232	2,260	2,358	2,591	15,948	73.4	72.9	76.0	76.0	74.0	79.4	55.6	72.1	71.8	76.1	73.6	76.4	75.4	73.6	61.2	72.3
2007 - 2008	2,181	2,111	2,178	2,262	2,279	2,276	2,382	15,669	74.3	74.4	78.0	74.8	77.9	76.1	61.7	73.8	74.5	75.7	77.5	76.7	75.3	73.4	62.2	73.5
2008 - 2009	2,300	2,216	2,146	2,188	2,304	2,289	2,481	15,924	73.1	75.3	73.7	75.8	77.5	80.1	62.8	73.9	74.9	79.7	79.5	77.1	79.9	78.9	65.1	76.2
Black																								
2005 - 2006	6,352	6,538	6,630	7,012	7,051	7,285	6,642	47,510	58.2	58.9	58.8	56.3	57.4	56.4	38.9	55.0	37.3	39.5	38.3	36.4	34.0	36.6	27.9	35.7
2006 - 2007	6,594	6,469	6,447	6,657	7,045	6,995	6,565	46,772	60.4	60.7	62.7	61.8	57.1	61.3	37.9	57.4	42.1	46.1	42.5	40.5	42.5	38.3	25.5	39.6
2007 - 2008	6,507	6,582	6,378	6,447	6,653	6,936	6,529	46,032	57.3	57.4	61.3	61.2	61.1	58.9	37.9	56.5	43.7	46.7	44.3	40.5	40.8	36.9	24.9	39.7
2008 - 2009	6,429	6,492	6,461	6,335	6,381	6,539	6,489	45,126	55.7	58.9	57.6	59.1	64.1	61.9	41.3	56.9	45.0	54.9	49.9	44.2	44.2	45.9	26.5	44.4
Hispanic																								
2005 - 2006	4,663	4,539	4,405	4,114	4,101	3,988	3,552	29,362	65.1	67.1	68.0	66.2	66.8	68.2	51.6	65.0	55.4	54.5	52.4	54.5	55.2	53.6	45.7	53.2
2006 - 2007	5,011	4,814	4,567	4,472	4,211	4,217	3,782	31,074	62.8	64.1	67.6	68.2	66.8	66.9	47.6	63.7	56.9	61.7	56.7	57.3	62.0	55.3	43.6	56.5
2007 - 2008	5,396	5,070	4,723	4,534	4,513	4,261	3,991	32,488	60.7	65.7	69.8	70.0	68.8	67.8	48.9	64.7	56.8	60.6	59.2	57.9	56.3	55.3	41.0	55.7
2008 - 2009	5,475	5,431	5,039	4,786	4,609	4,563	4,186	34,089	61.1	65.3	65.6	67.1	71.2	69.9	53.1	64.8	59.0	66.6	64.0	59.1	62.7	60.1	45.1	59.9
White																								
2005 - 2006	44,872	45,922	46,353	48,756	50,775	52,415	59,050	348,143	85.9	87.8	88.2	89.3	89.5	90.3	81.3	87.3	78.8	79.6	79.8	80.2	81.4	81.4	78.8	80.0
2006 - 2007	45,050	45,172	46,188	47,079	49,441	51,059	57,688	341,677	86.4	87.4	89.3	90.5	90.5	89.0	82.0	87.7	80.7	83.6	81.6	83.0	86.1	81.9	78.3	82.1
2007 - 2008	45,019	45,447	45,520	46,825	47,716	49,723	56,216	336,466	85.4	87.1	89.5	90.5	90.1	90.0	81.5	87.6	80.5	83.0	82.4	82.6	84.1	82.7	77.2	81.7
2008 - 2009	45,843	45,286	45,644	46,107	47,432	47,970	54,483	332,765	84.9	87.2	86.6	88.9	90.5	89.6	81.5	86.9	83.1	86.8	84.4	83.0	84.4	84.8	76.7	83.2

Wisconsin Student Assessment System

Wisconsin Knowledge and Concepts Examinations and Wisconsin Alternate Assessment Performance

Percent of Students Scoring Proficient and Advanced by Student Group

	Enrollment Counts								Reading								Mathematics							
Grades	3rd	4th	5th	6th	7th	8th	10th	All	3rd	4th	5th	6th	7th	8th	10th	All	3rd	4th	5th	6th	7th	8th	10th	All
All Students																								
2005 - 2006	58,843	60,136	60,443	63,118	65,289	67,003	72,876	447,708	80.6	82.3	82.9	83.3	83.8	84.6	75.0	81.7	71.9	72.6	72.6	73.0	73.8	74.2	71.6	72.8
2006 - 2007	59,616	59,450	60,306	61,315	63,932	65,651	71,709	441,979	80.9	81.9	84.2	85.0	84.4	84.1	74.9	82.1	73.8	77.3	75.0	76.0	79.1	74.9	70.6	75.1
2007 - 2008	59,996	60,081	59,619	60,906	62,041	64,154	70,185	436,982	79.5	81.4	84.4	85.1	84.8	84.4	74.6	81.9	73.9	76.6	76.1	75.8	76.9	75.3	69.4	74.7
2008 - 2009	60,929	60,332	60,177	60,274	61,612	62,238	68,702	434,264	79.0	81.6	81.0	83.3	85.7	84.7	74.9	81.4	76.3	81.0	78.5	76.5	78.2	78.4	69.3	76.7
English Language Learners																								
2005 - 2006	3,778	3,702	3,435	3,063	2,789	2,591	2,365	21,723	56.7	55.8	58.7	54.5	52.1	56.3	34.0	53.4	54.8	51.6	50.8	50.6	47.8	52.0	39.0	50.1
2006 - 2007	4,088	3,959	3,755	3,396	3,159	2,882	2,506	23,745	55.7	54.8	57.8	57.1	56.1	55.9	27.6	53.2	56.1	60.1	53.5	55.0	58.7	51.7	36.2	53.9
2007 - 2008	4,396	3,976	3,751	3,466	3,310	3,086	2,495	24,480	55.1	56.9	61.1	56.9	57.6	57.5	30.8	54.7	57.4	58.3	55.4	54.3	50.4	51.6	32.0	52.5
2008 - 2009	4,740	4,272	3,751	3,461	3,383	3,181	2,451	25,239	56.4	57.9	53.7	53.7	57.7	57.8	30.0	53.7	59.0	64.3	59.4	51.7	57.1	53.4	32.1	55.4
English Proficient																								
2005 - 2006	55,065	56,434	57,008	60,055	62,500	64,412	70,511	425,985	82.2	84.1	84.4	84.8	85.2	85.7	76.4	83.1	73.1	74.0	73.9	74.1	75.0	75.1	72.7	74.0
2006 - 2007	55,528	55,491	56,551	57,919	60,773	62,769	69,203	418,234	82.7	83.8	85.9	86.7	85.9	85.3	76.6	83.7	75.2	78.5	76.4	77.2	80.1	76.0	71.8	76.4
2007 - 2008	55,600	56,105	55,868	57,440	58,731	61,068	67,690	412,502	81.4	83.2	86.0	86.8	86.4	85.8	76.2	83.5	75.2	77.9	77.5	77.1	78.4	76.5	70.7	76.1
2008 - 2009	56,189	56,060	56,426	56,813	58,229	59,057	66,251	409,025	80.9	83.4	82.8	85.1	87.3	86.2	76.6	83.1	77.8	82.3	79.8	78.0	79.4	79.7	70.6	78.1
Students with Disabilities																								
2005 - 2006	7,769	8,352	8,487	8,949	9,345	9,608	9,744	62,254	50.4	52.9	49.8	47.1	47.1	49.2	32.1	46.6	49.7	48.2	43.0	37.4	36.3	34.9	28.4	39.2
2006 - 2007	8,088	8,327	8,663	8,559	9,149	9,555	9,761	62,102	50.6	52.3	52.7	51.0	49.5	47.8	33.4	47.9	53.0	53.2	46.5	42.4	42.6	36.6	28.8	42.8
2007 - 2008	8,416	8,614	8,512	8,656	8,631	9,323	9,536	61,688	51.5	50.2	52.6	50.9	49.5	47.0	31.8	47.4	53.9	51.7	46.7	41.1	40.6	36.7	25.8	42.0
2008 - 2009	8,322	8,643	8,613	8,310	8,583	8,606	9,170	60,247	49.4	49.7	46.4	46.8	50.3	48.4	34.4	46.4	53.7	56.7	49.8	41.6	41.4	41.4	27.6	44.4
NonDisabled																								
2005 - 2006	51,074	51,784	51,956	54,169	55,944	57,395	63,132	385,454	85.2	87.1	88.3	89.3	89.9	90.5	81.6	87.3	75.3	76.6	77.4	78.9	80.1	80.8	78.3	78.3
2006 - 2007	51,528	51,123	51,643	52,756	54,783	56,096	61,948	379,877	85.6	86.7	89.4	90.6	90.3	90.2	81.4	87.6	77.1	81.2	79.7	81.5	85.2	81.4	77.2	80.4
2007 - 2008	51,580	51,467	51,107	52,250	53,410	54,831	60,649	375,294	84.1	86.6	89.7	90.8	90.5	90.8	81.3	87.6	77.2	80.7	81.0	81.6	82.7	81.9	76.2	80.1
2008 - 2009	52,607	51,689	51,564	51,964	53,029	53,632	59,532	374,017	83.7	86.9	86.8	89.2	91.4	90.6	81.2	87.0	79.9	85.1	83.3	82.1	84.1	84.3	75.7	81.9
Economically Disadvantaged																								
2005 - 2006	19,990	20,137	20,103	20,507	20,484	20,162	17,464	138,847	66.6	67.9	69.8	68.3	68.9	69.6	54.2	66.7	54.6	54.8	53.9	53.9	53.5	54.7	48.1	53.5
2006 - 2007	21,475	20,734	20,518	20,655	20,785	20,859	18,393	143,419	67.4	68.2	70.5	71.5	69.3	70.2	52.6	67.3	57.6	61.8	57.2	57.7	61.5	55.5	46.8	57.0
2007 - 2008	21,777	21,668	20,676	20,394	20,336	20,436	18,535	143,822	65.5	67.5	71.8	70.9	71.0	70.0	53.3	67.3	58.5	61.3	59.6	57.4	58.0	55.4	45.9	56.8
2008 - 2009	23,154	22,678	22,081	21,329	20,895	20,667	19,727	150,531	64.8	68.2	67.3	69.3	73.2	71.4	55.3	67.1	60.9	67.9	63.7	59.6	61.1	61.3	46.4	60.4
Not Economically Disadvantaged																								
2005 - 2006	38,853	39,999	40,340	42,611	44,805	46,841	55,412	308,861	87.8	89.6	89.4	90.6	90.6	91.1	81.6	88.4	80.9	81.6	81.9	82.2	83.1	82.6	79.0	81.5
2006 - 2007	38,141	38,716	39,788	40,660	43,147	44,792	53,316	298,560	88.5	89.3	91.2	91.9	91.7	90.5	82.6	89.1	83.0	85.6	84.1	85.3	87.5	84.0	78.8	83.8
2007 - 2008	38,219	38,413	38,943	40,512	41,705	43,718	51,650	293,160	87.5	89.3	91.1	92.3	91.6	91.2	82.3	89.1	82.6	85.2	84.8	85.1	86.1	84.6	77.8	83.5
2008 - 2009	37,775	37,654	38,096	38,945	40,717	41,571	48,975	283,733	87.7	89.6	88.9	91.0	92.1	91.4	82.9	88.9	85.7	89.0	87.2	85.8	86.9	86.9	78.5	85.4